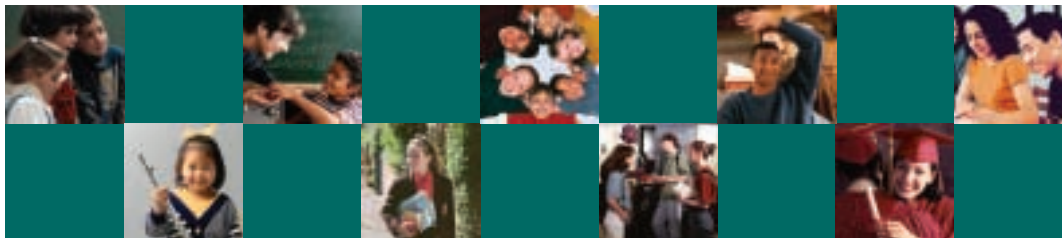


the condition of education 2002



INDICATOR 1

Enrollment in Early Childhood Education Programs

The indicator and corresponding tables are taken directly from *The Condition of Education 2002*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2002*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002025>) or contact ED PUBs at 1-877-4ED-PUBS.

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NATIONAL CENTER FOR EDUCATION STATISTICS

U.S. Department of Education
Office of Educational Research and Improvement



Preprimary Education

Enrollment in Early Childhood Education Programs

Enrollment rates for 3- to 5-year-olds in early childhood education programs were higher in 2001 than 1991. Black and White children enroll in early childhood education programs at higher rates than Hispanic children.

Participation in center-based early childhood care and education programs such as Head Start, nursery school, and prekindergarten can help a child prepare for elementary school or serve as child care for working parents (Bredenkamp and Copple 1997). Between 1991 and 2001, the percentage of children ages 3–5 who had not yet entered kindergarten and who attended center-based early childhood care and education programs rose from 53 to 56 percent. For children age 4, the percentage increased from 60 to 66 percent. For children age 5, the percentage increased from 64 to 73 percent (see supplemental table 1-1).

Some groups of children have higher rates of participation in center-based education programs than others. Children living in families that are below poverty are less likely to participate in preschool education than children in families living at or above poverty. The difference in rates of participation between children from poor and nonpoor families was 12 percentage points in 2001 (47 versus 59 percent). No statistically significant change in this difference has occurred since 1991.

Black children are more likely than Hispanic and White children to participate in center-based

early childhood care and education programs, and White children are more likely to participate than Hispanic children. In 2001, 64 percent of Black children ages 3–5 attended such programs, compared with 40 percent of Hispanic children.

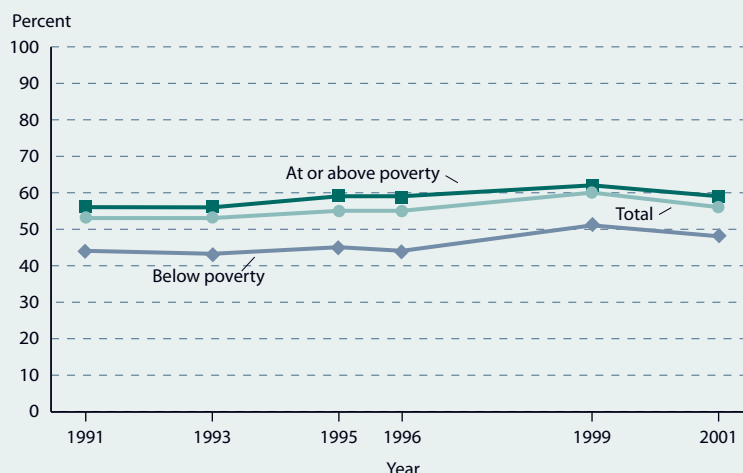
While poor children are less likely than nonpoor children to participate in center-based programs, the differences in participation rates between children from poor and nonpoor families are lower for Black and Hispanic children than for White children.

Children with more highly educated mothers are more likely than other children to participate in center-based early childhood and education programs. Seventy percent of children whose mothers had completed college attended such programs in 2001, compared with 38 percent whose mothers had less than a high school education. This positive relationship between mother's education and participation in a preschool program has diminished since 1991, as the participation rate of children whose mothers have less than a high school education has increased.

NOTE: Estimates are based on children who had not entered kindergarten. Center-based programs include day care centers, Head Start, preschool, nursery school, prekindergarten, and other early childhood programs. Children without mothers in the home are not included in estimates concerning mother's education or mother's employment status.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), "Parent Interview" survey, various years.

ENROLLMENT IN PREPRIMARY EDUCATION: Percentage of children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Selected years 1991–2001



FOR MORE INFORMATION
Supplemental Note 1
Supplemental Table 1-1
Bredenkamp and Copple 1997

Enrollment in Early Childhood Education Programs

Table 1-1 Percentage of children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Selected years 1991–2001

Characteristic	1991	1993	1995	1996	1999	2001
Total*	52.8	52.7	55.1	55.0	59.7	56.4
Age						
3	42.3	40.4	40.7	42.1	45.7	43.0
4	60.4	62.2	64.7	63.2	69.6	66.2
5	63.9	65.7	74.5	72.8	76.5	72.8
Sex						
Male	52.4	52.5	55.0	55.0	60.8	53.6
Female	53.2	52.9	55.2	54.9	58.6	59.2
Race/ethnicity						
White	54.0	53.5	56.9	57.1	60.0	59.0
Black	58.3	57.3	59.5	64.7	73.2	63.7
Hispanic	38.8	42.8	37.4	39.4	44.2	39.8
Poverty status						
Below poverty	44.2	43.3	45.1	43.8	51.4	46.7
At or above poverty	55.7	56.0	58.8	59.1	62.3	59.1
Poverty status and race/ethnicity						
Below poverty						
White	41.0	39.6	43.4	39.4	43.2	46.1
Black	55.4	53.2	54.9	60.9	72.2	60.1
Hispanic	34.4	37.2	30.1	32.6	41.2	36.2
At or above poverty						
White	56.4	56.0	59.6	60.3	62.6	60.8
Black	61.8	62.6	66.1	69.0	74.1	66.2
Hispanic	42.2	48.1	43.8	45.1	46.8	42.4
Family type						
Two parents	53.7	52.1	54.9	53.8	58.8	56.5
One or no parent	49.7	54.2	55.6	57.9	61.9	56.1
Mother's education						
Less than high school	31.5	33.1	34.8	37.3	40.3	38.3
High school diploma or equivalent	45.8	43.2	47.6	49.0	51.7	47.1
Some college, including vocational/technical	60.2	60.3	56.8	57.8	62.9	62.0
Bachelor's degree or higher	71.9	73.4	74.5	73.0	73.9	69.5
Mother's employment status						
Worked 35 hours or more per week	59.3	61.3	60.2	63.1	64.8	62.9
Worked less than 35 hours per week	58.0	56.7	62.1	64.4	64.0	61.4
Looking for work	43.2	48.1	51.8	46.9	54.6	46.9
Not in labor force	45.3	44.2	46.5	43.1	52.2	46.8

*Children from racial/ethnic groups other than White, Black, and Hispanic are included in the totals but not shown separately.

NOTE: Estimates are based on children who had not entered kindergarten. Center-based programs include day care centers, Head Start, preschool, nursery school, prekindergarten, and other early childhood programs. Children without mothers in the home are not included in estimates concerning mother's education or mother's employment status.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), "Parent Interview" survey, various years.

Enrollment in Early Childhood Education Programs

Table S1-1 Standard errors for the percentage of children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Selected years 1991–2001

Characteristic	1991	1993	1995	1996	1999	2001
Total	0.9	0.8	1.0	0.7	0.6	0.5
Age						
3	1.4	1.2	1.6	1.4	1.3	1.1
4	1.0	1.2	1.4	1.4	1.2	1.3
5	2.1	2.5	2.4	2.9	2.4	2.7
Sex						
Male	1.1	1.1	1.5	1.3	1.1	1.2
Female	1.3	1.3	1.5	1.3	1.2	1.1
Race/ethnicity						
White	1.0	1.0	1.4	1.2	0.8	0.9
Black	2.5	2.1	3.3	2.7	2.4	2.8
Hispanic	2.2	2.1	2.2	2.6	2.2	1.8
Poverty status						
Below poverty	1.8	1.8	2.2	2.3	2.2	2.1
At or above poverty	1.0	1.0	1.0	1.0	0.8	0.7
Poverty status and race/ethnicity						
Below poverty						
White	2.2	2.8	3.8	4.0	3.9	3.9
Black	3.6	3.2	4.4	3.9	4.1	5.1
Hispanic	3.4	3.7	3.4	4.3	3.6	6.5
At or above poverty						
White	1.1	1.1	1.4	1.3	0.9	1.0
Black	3.0	2.9	3.7	3.7	2.7	3.5
Hispanic	2.7	2.6	2.9	3.5	2.5	2.2
Family type						
Two parents	0.9	1.0	1.1	1.0	0.9	0.8
One or no parent	2.1	1.7	2.1	2.0	1.7	2.3
Mother's education						
Less than high school	2.1	2.7	2.9	2.9	3.0	3.2
High school diploma or equivalent	1.4	1.4	1.7	1.6	1.4	1.5
Some college, including vocational/technical	1.4	1.6	1.8	1.7	1.6	1.7
Bachelor's degree or higher	1.6	1.4	2.2	1.8	1.4	1.9
Mother's employment status						
Worked 35 hours or more per week	1.3	1.3	1.6	1.7	1.5	1.4
Worked less than 35 hours per week	1.6	1.9	2.1	2.6	1.9	1.9
Looking for work	3.4	3.5	3.9	4.6	4.3	5.2
Not in labor force	1.2	1.4	1.6	1.6	1.3	1.6

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), "Parent Interview" survey, various years.